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PSYX 340.01: Abnormal Psychology

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Psyx 340: Abnormal Psychology

Spring 2015

Course Information

Time: Monday, Wednesday, Friday 10:10 – 11:00am

Location: Social Sciences 334

Instructor Information

Instructor: Anahata Neuman, BA

Phone: 831-334-2653

Email: anahata.neuman@umontana.edu

Office: Skaggs 368

Office hours: Friday 11:00 – 1:00pm, and by appointment

Required Text, Viewing Material

Ronald J. Comer (2014), Abnormal Psychology, 8th Edition, ISBN-13: 978-1-4641-3719-8, Worth Publishers.

The text is available at The Bookstore at the University of Montana. There will be copies of the text on reserve in the Mansfield Library.

Documentary films for the class are available through links on the Moodle website. Some films can be rented on Netflix and/or viewed online.

Lecture outlines, handouts, assignments, readings, and other materials are available on Moodle. Study guides and materials will also be available on the Moodle web site.

Course Overview

"...whatever ... psychiatric problems are, they have this in common with 'real' diseases - they are associated with pain, suffering, disability, and death." - Psychiatric Diagnosis, Goodwin & Guze (1979)

This course is an introduction to human psychopathology. The course surveys fundamental issues and problems of people with behavioral, emotional and cognitive disorders. The major classes of mental disorders are reviewed, focusing on the development of serious mental disorders. The course material is interdisciplinary: it examines biological, medical, psychological, social, cultural, and political aspects of mental illness. Students are taught ways to formulate and analyze psychopathology, with the purpose of helping them develop an introductory yet integrated understanding of mental disorder and intervention. PSYX 100 is a prerequisite.

Course Objectives

It is hoped that each student will:

- Gain a critical awareness of important theories about the etiology of human psychopathology
- Learn all the major categories of mental disorders
- Learn basic elements of psychiatric diagnosis
- Understand strengths and weaknesses of diagnostic classification

- Learn basic principles and processes in the development of psychopathology
- Gain a critical awareness of current social issues affecting people with mental illness

Course Requirements

There is much work to be done in this class, because there is much to learn about human psychopathology. The class requires much memorization, factual review, and analysis of ideas. Students are expected to attend lectures, read the text, read and review case studies (and write essays on them), view instructional films (and write essays on them), complete quizzes/exams. **Collaborative and cooperative learning is expected.** Students are strongly encouraged to form study groups.

Evaluations of student progress will be based on the following required activities:

Two Short reading responses*	10 Points each, for a total of	20 points
Three in class response quizzes*	10 points each, for a total of	30 points
Two diagnostic quizzes*	50 points each, for a total of	100 points
Three film essays**	25 points each, for a total of	75 points
One case study***	25 points each, for a total of	25 points
Three exams* (two essays per exam)	50 points each, a total of	150 points
		Total possible points: 400 points

***Quiz procedures** will be explained in class

**Film Essays

The primary purpose of each short film essay is to confirm that you watched the film, and that you did some thoughtful analysis of the film. Each essay should be roughly 700 words (800 words maximum). Write efficiently: each film essay is to contain a film summary (stating an event at the beginning, middle, and end), a summary of a relevant research article, and a critical analysis.

Films are listed on the last page of the syllabus.

***Case Study

Review one of the case studies that are on the class Moodle web site under "Case Study." The case study is to be a short essay (500 - 800 words) with seven elements in the following order:

1. Provide a description of the important symptoms of the person in the case study
2. Provide a diagnosis for the person
3. Provide a justification of why you think this is the right diagnosis
4. Include a short description of the diagnosis itself (the array of symptoms and typical difficulties)
5. Followed by a discussion of at least three of the important psychosocial difficulties the person is experiencing
6. Include a statement (with some justification) of what you feel are the important needs for treatment and intervention for this person
7. Include a recent article on the disorder (from a peer-reviewed social sciences, medical or APA journal) is to be summarized and related to the case study

Writing style

Case studies and film essays are to be written in APA writing style, without a title page (just put a title with your name on the top of the first page) and without an abstract. APA-style citations and references are required, listed at the end of the essay (not a separate page). The header on each page needs to have page numbers, a shortened essay title, and student last name.

Submissions on Moodle: Film and case studies must be submitted in .pdf, .doc, .docx or Pages format (no odt files, please) on Moodle, with file names to be described in each assignment.

Extra Credit

Extra credit can be earned by completing an extra case study or film essay (which can be turned in at any time but no later than Friday of week 14), and in class attendance points. There is a limit to extra credit: no more than 30 extra credit points will be awarded.

Grading and Evaluation

All grading is criterion-based, which means that students are evaluated on objective criteria rather than on a curve; this means there is no need for competition and all students have the opportunity to get an A. The grading scale for this course is based on a 10-point system using plus/minus grades (94-100% is an A, 90-93% is an A-, 87-89% is a B+, etc.).

Opportunities will be given to make up low scores by retaking and resubmitting assignments and quizzes.

There will also be opportunities for extra credit points. Helpful class participation can be a tiebreaker in grading.

Course Guidelines and Policies

Academic Misconduct

You are expected to adhere to the University's [Student Conduct Code](#) with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the University.

Incompletes

Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

Pass/NoPass

For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of C-, D, or F.

Veterans

You are welcome and honored here. If you need any assistance, please talk to Anahata.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

This class is an academic honor zone

This class is a community of learners. You are asked to honor, respect, and facilitate the learning of all students. You should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that you will engage in activities that help others

learn. This includes using constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

You are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. You should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to text, email, or to listen to your iPod or MP3 player. If you will be taking notes using your laptop, please only use the laptop for class notes and activities; we will periodically check the content of your screens. Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. Anahata assumes all students are familiar with the University of Montana's [policy on academic honesty and integrity](#). This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all University of Montana classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. If you have any questions about academic honesty issues as they pertain to this course, you should consult with Anahata before completing any course requirements.

Save and back up your work in this class! As with all University of Montana courses, you are responsible for archiving your papers, exams, and other materials in this course. It is expected that you will copy or back up all work. If material is misplaced, you must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse you from producing required work.

Tentative Course Schedule

Week 1: January 26 - 30

Course introduction • Introduction to the mental disorders
Multidisciplinary and developmental perspectives •
Reading: Chapters 1, and LaFrance Article

**Friday January 30, Online Response Due
For La France Article**

Week 2: February 2 – 6

The prevalence of mental disorder • History • Theoretical Frameworks
Reading: Chapter 2 and 3

**Friday February 6, Film Essay #1 Due
(submit on Moodle)**

(Recommended films: New Asylums, Stress, The Strangest Village in Britain)

Week 3: February 9 - 13

Symptoms and clinical assessment • Diagnosis, the DSM, and the ICD • Psychotherapy
Psychopharmacology • Psychosocial and community assistance
Reading: Chapter 4, Kelsey's Fight

**Friday February 13, Online Response Due
For Kelsey's Fight Article**

Week 4: February 16 - 20

NO SCHOOL Monday 16th

Stress and trauma • Dissociation • Disorders of memory and identity

Reading: Chapters 6 & 7 (note these are out of the usual order!)

Friday February 20, EXAM 1

Week 5: February 23 - 27

Finish up Dissociative Disorders • Anxiety and its disorders

Reading: Chapter 5, Panic Case

Friday February 27, Diagnostic Quiz #1 Due

Week 6: March 2 - 6

Obsessions and compulsions

OCD Case

Reading: Catch up week.

Friday March 6, Film Essay #2 Due

Week 7: March 9 - 13

Problems of mood and affect • Mood dysregulation • Bipolar disorder and Depression

Reading: Chapters 8 & 9 (over week 7 and 8) and **Bipolar Case, Depression Case**

Week 8: March 16- 20

Bipolar and Depression and Treatments • Preoccupations Suicide and suicidology

Reading: Chapter 10, and **Borderline Case** (look for suicidality)

Week 9: March 23 - 27

Somatoform disorders • Eating disorders

Reading: Chapter 11

Friday March 27, Exam 2

Week 10: March 30 – April 3

SPRING BREAK NO CLASS

Week 11 April 6-10

Substance use and addiction • Sexual disorders • Introduction to psychosis

Reading: Chapters 12, and **Erectile Dysfunction Case**

Friday April 10, Film Essay #3 Due

Week 12 April 13-17

Continuation of Sexual disorders and gender

Reading: Chapters 13

Friday April, 17, Case Study Due

Week 13 April 20-24

Schizophrenia and the delusional disorders • The plight of people with serious mental illness

Hospitalization and deinstitutionalization

Reading: Chapter 14, 15 and **Schizophrenia Case**

Week 14 April 27- May 1

Personality disorders • The dementias • Disorders of aging
Reading: Chapters 16 & 18

Friday May 1, Diagnostic Quiz #2 Due

Week 15 May 4

Professional Issues and Final Exam Review

Final EXAM Wednesday May 13, 10:10-12:10

Friday May 1: last day to turn in case study and film essay rewrites*

Friday May 1st: last day to turn in an extra credit 25 point film essay or case study*

*(note that these can be turned in at any prior time during the quarter)

Film List

We have a great set of films for PSYCX 340 this semester. Some of the films can be rented from Netflix and/or watched online on PBS or HBO.

Essay questions for the films:

The primary purpose of each short film essay is to confirm that you watched the film, and that you did some thoughtful analysis of the film. Each essay should be roughly 700 words (800 words maximum). Write efficiently: each film essay is to contain a film summary (stating an event at the beginning, middle, and end), a summary of a relevant research article, and a critical analysis.

Addiction

PLEASE NOTE: This is the HBO Film Series on Addiction. There are many other films with the title "Addiction" that are not acceptable for this assignment): online view the "Centerpiece Documentary" on HBO. Summarize the important film segments. What is Donna's rationale for having a warrant put out for her daughter's arrest? Describe two central aspects of adolescent addiction. Describe two treatable aspects of relapse – why can't "they just stop"? Summarize a recent peer-reviewed article from a substance abuse journal and relate it to a problem presented in the film.

The Bridge

Available on [YouTube](#). Summarize the film, give three insights it suggests about suicide, and additional thoughts. Summarize a recent article on suicide from an APA journal and relate it to a problem presented in the film.

Depression: Out of the Shadows

Available on PBS. Summarize the film. Describe three scientific findings, the commentary of the Fortune 100 CEO, and two personal experiences of depression in the video. Summarize a recent article on depression from an APA journal and relate the article to topics presented in the film.

The Devil and Daniel Johnston

Possibly available on Netflix. Summarize the film. What are the film's directors and editors trying to portray about Daniel? What do Daniel's activities and symptoms suggest by way of diagnosis? Discuss how Daniel is resilient. Summarize a recent article on the development of serious mental illness from a peer-reviewed journal and relate the article to issues presented in the film.

Dying to be Thin

Available on reserve and on PBS. Describe the lifestyles of three women in the film and their ultimate outcome. Discuss the thoughts of one of the protagonists, the thoughts struggling with eating. Comment on two or more outcomes for these women. Summarize a recent article on eating disorders from a peer-reviewed journal and relate the article to issues presented in the film.

I'm Still Here

(PLEASE NOTE THIS IS NOT I'm Still Here: The Lost Year of Joaquin Phoenix)(can be viewed on YouTube in Parts): Summarize the film(stating an event at the beginning, middle, and end), and the social crisis of at least one of the interviewees, and the street resource work for the homeless mentally ill. Summarize a recent article on serious mental illness from a peer-reviewed journal and relate the article to an issue presented in the film.

[The New Asylums](#)

Available on PBS Frontline. Summarize the mess that jails and prison are in with mental illness (stating an event at the beginning, middle, and end). How did we get in to this mess? What is to be done? Summarize a recent authoritative article on the incarceration of people with mental illness and relate it to an issue presented in the film.

[The Strangest Village in Britain](#)

Available on YouTube. This film visits the Yorkshire village of Botton, a place where eccentric behavior is celebrated and people who might have difficulty being accepted by the outside world are welcomed. Summarize the way this village works socially and economically, and describe the behavior and treatment of three people there. Summarize an authoritative article about Botton or, better yet, summarize a review of alternative (community based) care of people with SMI with little or no medicine. Suggest the pros and cons of such programs.

[Stress, Portrait of a Killer](#)

Available on YouTube. (from National Geographic): Summarize the film. Mention similarities and outcomes in the stress reactions among primates including humans and professors at Stanford. What social arrangements can reduce the life-long effects of stress? What are the implications for managing stress and mental illness? Find a peer-reviewed article by Sapolsky and/or his colleagues and relate it to a topic raised in the film.

[THIN](#)

Available on YouTube. Name the four young women who are clients at the Renfrew Center. Choose one and describe her diagnostic symptoms. Discuss central issues she is struggling with. Summarize a recent article on eating disorders from a peer-reviewed journal and relate the article to issues presented in the film.

[West 47th Street](#)

Available on YouTube. Summarize the film (stating an event at the beginning, middle, and end), and one of the people's particular experience. Discuss the advantages and challenges of their life on the streets. Summarize a recent article (from a peer-reviewed journal) on homeless people with mental illness and relate the article to issues presented in the film.